

PPCD/CRSP Assessment & Evaluation Team
2016-17 MID-YEAR REPORT
(December 9, 2016)



2016-17 CRSP Scholars

The purpose of the Evaluation Team is to measure the extent to which the College Readiness and Success Program (CRSP) is successful in connecting students and families in Southeast El Paso County to post-secondary educational opportunities. This purpose is vitally important, not only to show our stakeholders that the program is accomplishing its objectives, but also to help us identify ways to improve the program in the future. This year, our team is relying on several different methods to evaluate CRSP success. These methods include changes in student knowledge, changes in student motivation and confidence, individual session feedback, and follow-up with CRSP graduates.

Changes in Student & Parent Knowledge

One method of measuring CRSP success pertains to changes in students' and parents' knowledge about issues related to college readiness. Therefore, our Evaluation Team has chosen to measure students' and parents' knowledge by

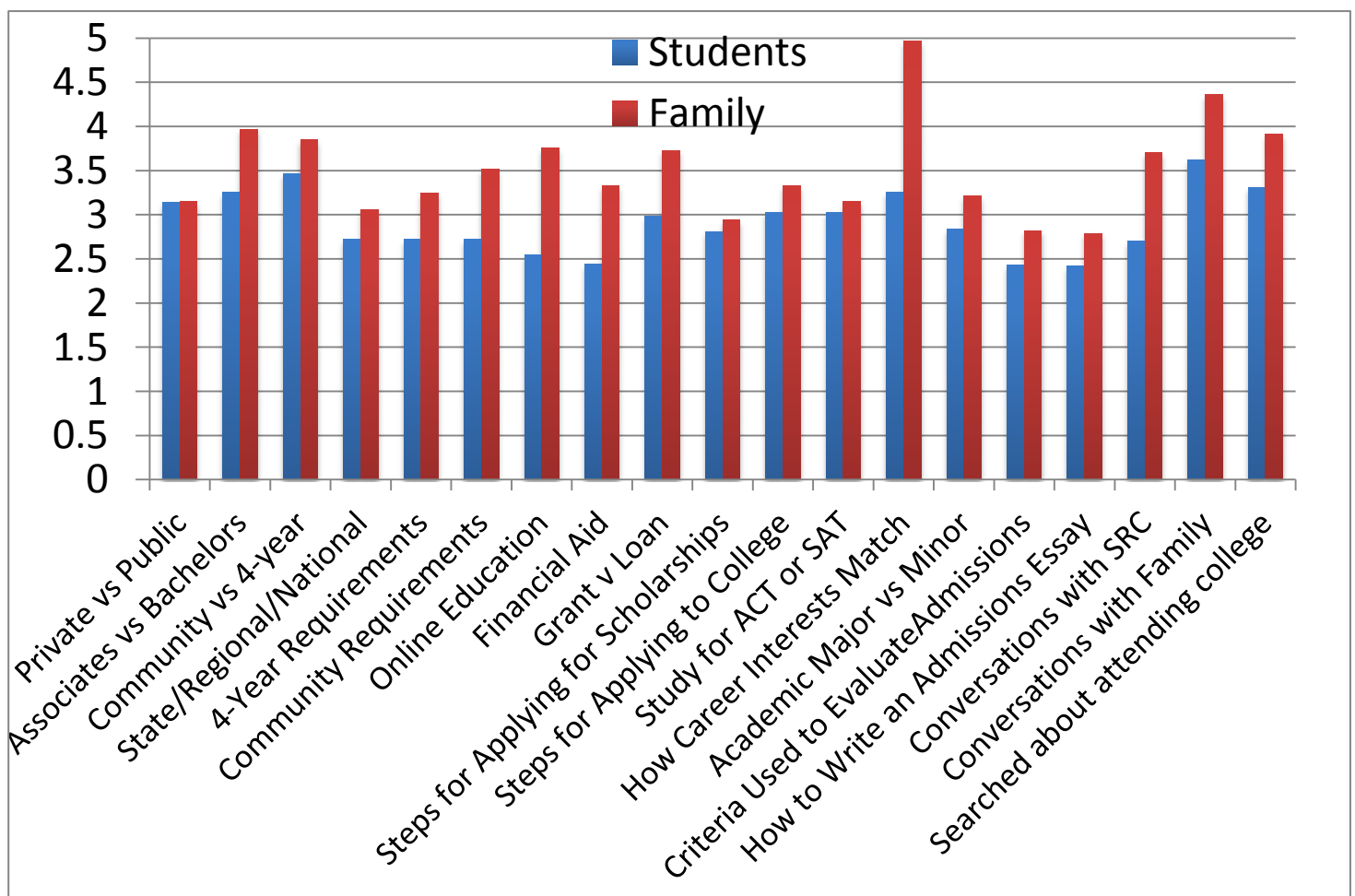


collecting participants' self-ratings of what they know at two different points in time: once at the beginning of the program year and then again at the end of the year. Comparing responses across the two times allows us to determine the extent to which CRSP has been successful in building participants' knowledge.

The graph below shows the results of our Knowledge Survey given to students and parents (or responsible family members) at the beginning of this program year. Data collected from family members was during the second workshop, which may help explain why their scores are significantly higher from students. In addition, last year there was an average of 21 family members who attended the workshop series. Across 16 categories relevant for college preparedness, students and parents self-report having modest to a moderate amount of knowledge, with an overall average score of 2.92 for students and 3.51 for parents. The results reveal similar pre-knowledge scores than those obtained from pre-questionnaire responses for both students and parents during the 2015-16 year. This increase may be explained by the fact that 66% of students are returning to the program this year and are thus able to start this program year armed with the knowledge accumulated in prior program years. Based upon last year's analyses, we can expect both students' and parents' self-ratings of knowledge to increase further by the end of this program year. The categories receiving lowest reported scores are: "How to Write an Admissions Essay", "Criteria Used to Evaluate Admissions", for both parents and students, "Steps for Applying for Scholarships", for parents, and Financial Aid" for students. The curriculum team will strive to incorporate more material in these three areas to help close that knowledge gap in the 2017-18 Curriculum.

CRSP Knowledge Survey Pre-Questionnaire Results 2016-17

(1=no knowledge; 2=little knowledge; 3=some knowledge; 4=moderate knowledge;
5=considerable knowledge)



Changes in Student Motivation and Confidence

Aside from increasing participants' knowledge, another goal of the CRSP is to help students feel better about themselves and their ability to reach their academic goals. To explore the extent to which this attitudinal goal is being achieved, we are also administering the ENGAGE Survey (<http://www.act.org/engage>) to students at the beginning and end of this program year. This nationally-standardized instrument measures students' motivation and confidence as it relates to schoolwork and college readiness.

This fall, we were able to collect usable data from 130 CRSP students on the ENGAGE Survey. Each student is given a percentile score on 12 different scales, relative to ENGAGE's national norms. The table below shows average percentile scores for CRSP students in each year group on ten of those scales.

Pre-ENGAGE Comparison from 2015-16 to 2016-17 (n=130)

Scale	Definition	Lower/Equal to/Higher
Goal Striving	The strength of one's efforts to achieve objectives and end goals.	Lower
Determination	The extent to which one strives to follow through on commitments and obligations.	Lower
Communication	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	Lower
Academic Self-Confidence	The belief in one's ability to perform well in school.	Equal To
Study Skills	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	Lower
Social Activity	One's comfort in meeting and interacting with other people.	Equal To
Social Connection	One's feeling of connection and involvement with the school community.	Lower
Steadiness	One's responses to and management of strong feelings.	Higher
Commitment to College	Ones' commitment to stay in college and get a degree.	Lower
Academic Discipline	Amount of effort a student puts into schoolwork and the degree to which a student sees himself/ herself as hardworking and conscientious.	Lower

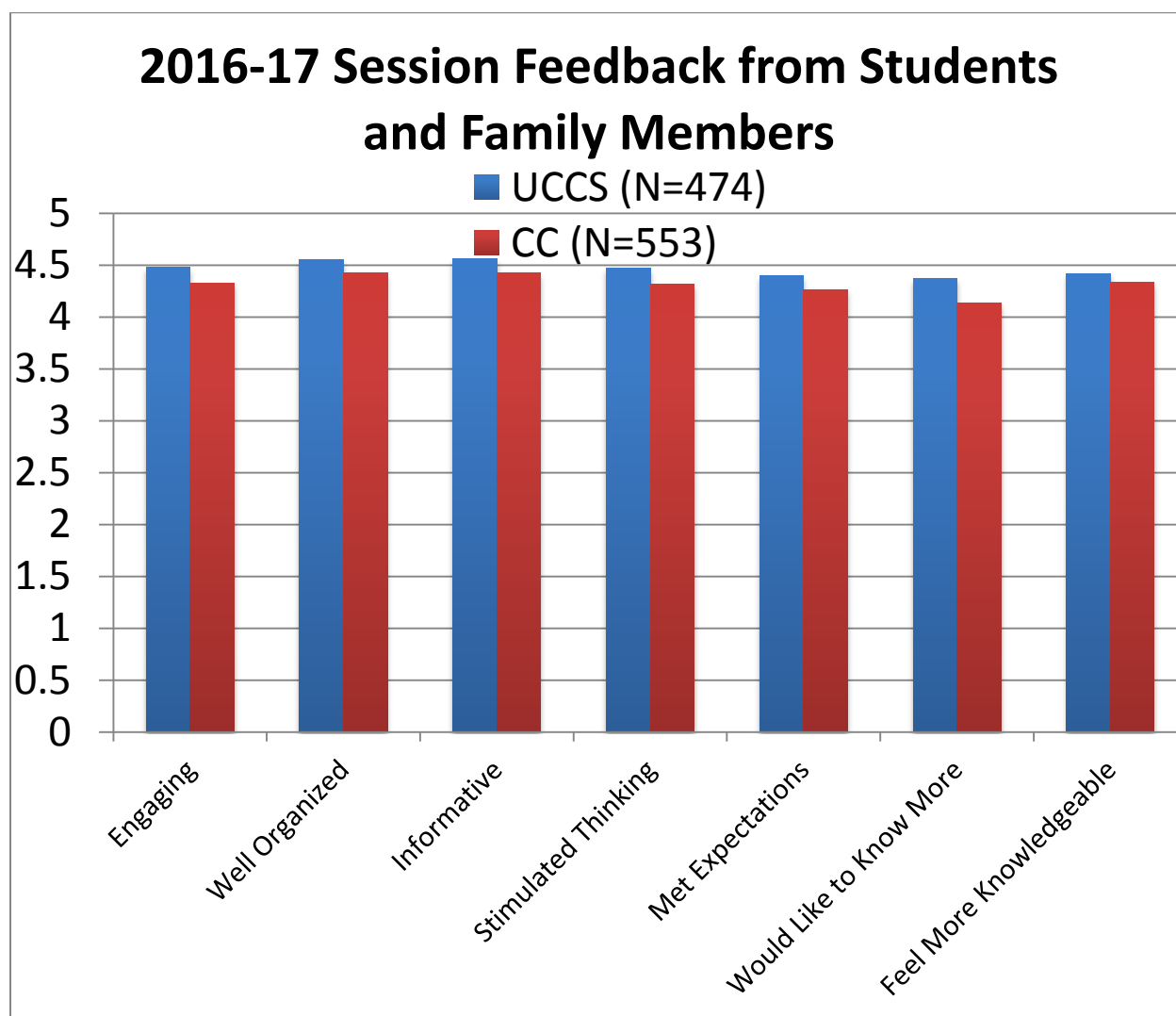
Overall, the 2015-16 cohort of students who participated in the pre-ENGAGE compared to the 2016-17 cohort had equal to or lower percentile scores. The Steadiness scale was the only area that showed a higher percentile, from 60 percentile to 63 percentile. The incoming 2016-17 freshman class has six areas where they scored lower than last year's freshman class and four areas where they scored higher. The overall scores for sophomores and juniors show an overall increase

from previous pre-ENGAGE scores.

At the end of the year, we will re-administer the ENGAGE survey to the CRSP students, looking for growth in selected scale scores. Last year, we showed statistically significant growth from the beginning of the year to the end in the four scales shown above: goal striving, determination, communication and academic self-confidence.

Student and Family Member Feedback

A third method of determining CRSP success is soliciting feedback from students and parents. We do this by asking all participants to complete a short feedback form at the conclusion of each CRSP session. Between the UCCS session (on October 5, 2016) and the Colorado College session (on November 9, 2016), we have collected a total of 1,027 of these session feedback forms for all breakout sessions. As shown below, session feedback has been exceedingly positive, with average scores between 4.0 and 4.56 on a 5-point scale in which 5=strongly agree.



The session feedback forms also provide CRSP participants with the open-ended opportunity to note any feedback, positive or negative, about the sessions they have attended. Students and parents only occasionally make additional comments. When they do make comments, they are often inspired to appreciate the highly-valued *interactive* nature of the best sessions, where they get their

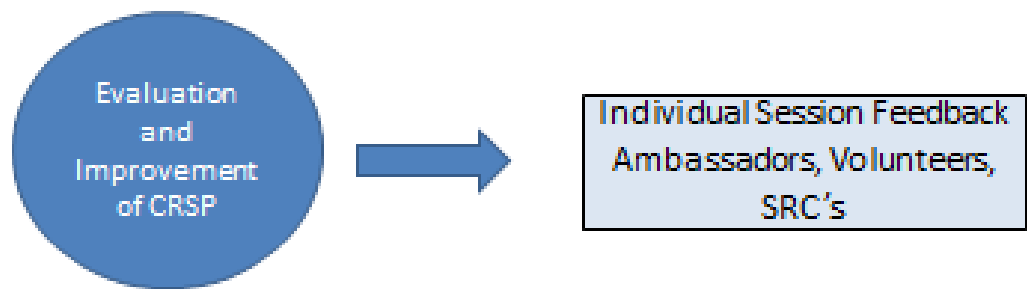
questions answered and are able to actively participate. The weaker sessions tend to draw comments about wishing for more engagement and interactivity. This year we will be giving presenters copies of their feedback forms to facilitate improvement in 2017-18 sessions, particularly in the area of student engagement.

Some sessions, of course, are more highly ranked by CRSP participants than others. The table below shows the average feedback ratings for all 26 sessions so far this program year, in rank order from highest to lowest. This feedback empowers CRSP leaders to make more informed decisions about which sessions are best received by students and parents, which enables session facilitators to fine-tune their efforts for future sessions.

Individual Session Feedback from Students and Parents		5= Strongly Agree
Session Title	Campus	Mean Rating
Dean Edmonds CC Mock Class (Students)	CC	4.86
College Unraveled (Family Members)	CC	4.79
Going to College Resources (Family Members)	UCCS	4.73
Student Life and Leadership Exploration (Students)	UCCS	4.7
FSA ID Creation & Admission/Scholarship Auction (Students)	UCCS	4.68
College 101 (Family Members)	UCCS	4.64
UCCS Tour (Family Members)	UCCS	4.62
Leadership, Team Building and Problem Solving (Students)	UCCS	4.58
Partnerships & Transitions: Helping Students Take the Big Step (Family Members)	CC	4.57
ECOC Summit Overview (Family Members)	CC	4.52
The College Investment (Students)	CC	4.49
Thinking about College (Students)	CC	4.36
Pre-SAT Test Prep (Students)	UCCS	4.36
Small Group Advising & ENGAGE Survey Results (Students)	BOTH	4.35
How to Maximize Your High School Experience (Students)	UCCS	4.34
Writing for A College Scholarship (Students)	UCCS	4.33
Explore and Highlight Your Strengths and Support System (Students)	UCCS	4.32
College Financial Literacy	CC	4.31
CC Treasure Hunt (Students)	CC	4.29
UCCS Campus Tour (Seniors)	UCCS	4.28
The Matrix of Goal Setting	CC	4.23
Seniors Attend CC Class (Students)	CC	4.17
Which Colleges Match my Interests (Students)	CC	4.16
CC Pre-College Summer Programs (Family Members)	CC	4.1
College in Colorado Intro to CIC Website/Activity (Students)	UCCS	4.08
FAFSA Completion & Applying to and Financing a Private College (Students)	CC	4.07
Professor Robertson CC Mock Class (Students)	CC	3.65

Volunteer Feedback

After-Action Debriefs with adult volunteers were conducted immediately after the first two sessions. Overall areas of program strength and areas for improvement were identified as follows:



Overall Strengths:

- Ambassadors from targeted demographics as mentors
- Continued focus on financial aid and navigating the college admission process
- Interacting with college students, imagining they could walk in their steps
- Exposure to valuable college-related resources

Overall Areas for Improvement:

- Adequate space continues to be a concern at host site universities
- Greater opportunities for Ambassador-Student Interaction
- Continued emphasis on interactive sessions



Session 1 and 2 Highlights

1. Unprecedented Attendance:

- 170 of the 170 registered students attended at least one workshop
- The 2016 UCCS Workshop had the largest student attendance (158 out of 170) in the 6 year history of the program
- Highest number of family members (34) attended the UCCS Workshop in the history of the program with CC family members (33) as the second highest in the program's history
- 6 of the 6 seniors eligible for 4 year perfect attendance are all first-generation. One student has already been accepted to PPCC and waiting for a decision from UCCS and CC
- 95% of the Military dependents attended UCCS and 86% attended CC
- 85 of the 170 registered students (50%) are first-generation
- The first-generation students have had very high attendance: 93% attended the UCCS Workshop and 90% attended the CC Workshop

2. Significant Retention:

- The overall percentage of returning students is 66%
- 85 students are returning from the 163 registered in 2015-16. 33 of the 163 registered are ineligible to return due to being seniors in the 2015-16 workshop series.
- 6 seniors are currently eligible for perfect attendance awards for all 4 years (16 sessions)

Follow-Up with CRSP Graduates

The final measurement tool employed by CRSP is the Graduates Task Force. Outreach efforts to CRSP graduates for the 2017-18 program year include:

- Working with Host Site Universities and College In Colorado to gather current college enrollment data for CRSP graduates through the National Student Clearinghouse database
- Working with SRC's to confirm college enrollment/graduation status for CRSP graduates
- Conducting phone interviews with graduates and family members
- Plan underway to invite graduates who are currently enrolled in college to an outreach retreat at Penrose House for feedback, updates, and professional development
- Video interviews with graduating seniors to capture success stories and provide another rich source of information about the success of the program